**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: Fifth** | | | **Date(s)**: September 5 & 6 |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Task 1 & 2** | | |
| **Essential Question(s):**   * How do readers use what they know about the patterns of text structure to read nonfiction text? * How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? * Why do authors write informational texts? * How do we engage in collaborative discussion? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Harcourt Social Studies Book pg. 68 & 74** * **Note-taking graphic organizer (Cornell)** * **Chart paper** * **Rubric for student anchor charts (see unit 1 plan on GEMS)** * **Language Development: Harcourt Leveled Reader (*Settling a Continent)*** | | | | **Problem**  **Solution**  **Conflict**  **Resolution**  **Informational text**  **Organization**  **Content Words from text**  **Signal Words**  **Anchor Charts** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards: RI 5.10, RI 5.5, RI 5.8**  **I Can Statement(s):**   * I can effectively identify problems and their solutions.   **Instructional Plan:**  **Activating strategy-**   * I will ask students to discuss with groups what they would do to get an expensive pair of shoes that they really want but don’t have the money for. * Students will share the solutions with the class.   **Instruction-**   * **Define problem, solution, conflict, resolution** I will write a clear definition of the words “problem,” “solution,” on my chart paper. (problem- a situation that creates difficulty or disagreement) (solution- the steps taken to fix the problem. Relate to the word “solve”.) * **Introduce signal words/graphic organizer (**question, puzzle, issue, trouble, answer, response, comeback, solve, etc,) I will write a list of signal words on my chart paper and draw a graphic organizer to represent problems and solutions in writing. * **Shared reading of text from Harcourt Social Studies textbook pg. 74 *The New England Colonies*.** * **Model locating problems/solutions within the text** I will explicitly model/think aloud how to locate problems and solutions examples using this passage. * **Independent/Paired reading of the text from Harcourt Social Studies book pg. 68 *The Virginia Colony* by note-taking on this passage.** Students will read this passage independently and work in pairs to take notes as previously modeled and practiced in class. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W 5.8, W 5.5**  **I Can Statement(s):**   * I can identify problems and solutions from a text in a graphic organizer.   **Instructional Plan:**   * **Students will take notes using the Cornell method on the *Virginia Colony(p. 74)* passage. (This method has already been modeled and practiced several times in class.)** * **In pairs or groups, students will create an anchor chart following our rubric guidelines.** * **Possible Center Activity: Students can write about their solution to the problem from the activating strategy. Students may also have time to peer edit each other’s writing.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RF 5.3, L 5.4**  **I Can Statement(s):**   * I can use context clues from the text to figure out the meaning of an unknown word.   **Instructional Plan:**   * **Model how to use clues from a sentence to figure out “dissent” and “founded” from the *New England Colonies* passage.** * **Students will practice this skill to identify the following words in the *Virginia Colony* passage. Words: cash crop, legislature** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL 5.1, SL 5.5**  **I Can Statement(s):**   * I can share my ideas and listen to other people’s ideas.   **Instructional Plan:**   * **Students will present their anchor charts to the class.** | | | | |
| **Closing/Summarizing Strategy** | ***Turn & Talk: Students will turn to a classmate and share how to identify the problem and solution in a text.***  ***Response Log: How can uncovering problems and solutions help me comprehend informational texts?*** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who finish early will write about a problem of their choosing from daily life, explaining the problem and their solution. | | Students will write a complete sentence describing the problems and solutions on p. 75 of the Harcourt Social Studies text *Life in New England*. | | | Students will work in a small group setting with the teacher using the Harcourt leveled reader titled *Settling a Continent* pgs. 14-15 and 22-23 to reinforce vocabulary and locating problem and solution in a text. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Rubric for student anchor charts.  Review student response logs. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*